



# What?! That's a Serving!?

## Lesson Description

The students will learn how many servings are in the foods they regularly eat.

- Time required: 60 minutes
- Location of lesson: Classroom

## Learning Objectives

- Learn ways to measure serving sizes using hands.
- Identify and measure appropriate serving sizes of various foods.
- Plan a meal with portion control.

## Attitude and Behavior Goals

- Eat recommended portion sizes of foods.
- Try to eat 2 servings of fruits and 3 servings of vegetables each day.

## Materials and Preparation

- 1 large bag of chips, at least half full of chips
- 20 oz bottle of soda, empty
- Whiteboard or Blackboard with dry erase markers or chalk
- 4 or 5 different foods for the guessing servings game (see preparation below)
- 12-15 Bowls, plates and/or cups for the guessing servings game (see preparation below)
- Plastic wrap (such as saran wrap)
- Tablespoon measure, 1 cup measuring cup, ½ cup measuring cup
- Approximately 30 paper plates, or 1 for each student
-  **There are How Many Servings in my Portion?**
-  **Using Your Hands to Measure Serving Sizes**
- Prepared vegetable snack of the week – 1 for each student
- Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student

For the “There are How Many Servings in my Portion” activity, prepare food samples for student observation. Begin with 4 or 5 different foods such as breakfast cereal, cooked rice, cut fruit, crackers, juice or any other food. For each food item, prepare 3 different sized samples: 1 is the true portion size, the other 2 are smaller or larger than a portion. Display each sample on a plate, bowl or cup and cover with plastic wrap. Label each sample A, B or C and make an answer key for yourself to remember

which is the true, correct portion size. Place samples around the room and various different locations. Here's a few example of how you can prepare the samples:

Food (correct portion)	Sample A	Sample B	Sample C
Breakfast cereal (1 cup)	2 cups	1 cup	½ cup
Juice (1 cup)	1 cup	2 cups	3 cups

### Class Warm-up: Champion Cheer and Veggie Taste Test (5-10 minutes)

- Give each student a cup of water or ensure that they have a filled water bottle in front of them.
- Give each student the prepared veggie snack of the day.
- Lead the students in enthusiastically reciting the  **Champion Cheer**.
- At the end of the cheer, drink water and eat the veggie snack together.
- Have students complete their  **Taste Test Observations** about the vegetable snack of the week.

### Review of Last Lesson (2-3 minutes)

- Review the evaluation questions from last week's lesson. Evaluation questions from all lessons are listed at the end of the workbook .

### Class Discussion (10 minutes)

*We've learned about the 5 food groups and food labels. Now we are going to learn how to use the serving size information from the food label and our hands to help us know how much of each food we should eat. What's the difference between a portion and a serving size? Why is it important to eat the right amount of foods? Introduce the following definitions by writing them on the board:*

- *Portion: the amount of food a person chooses to eat in one sitting (i.e., a large bag of chips).*
- *Serving size: a measured amount of food (i.e., 15 chips).*

*The Nutrition Facts food label on a package tells you what the serving size of the food is, but how much you actually eat is called a portion. A portion is often more than a serving size. Today's activities will help us discover the difference between serving size and portion and how to measure serving sizes.*

### Activities (40-45 minutes)

- **“Portion vs. Serving Size” (10 minutes):** Using the serving size from the food label to determine how many servings are in a package.
  1. Review the words serving and portion. *A portion is the amount of food a person chooses to eat in one sitting. A serving size is a measured amount of food often found on the food label.*

2. Explain that many foods you buy in a package at the store actually have many more than 1 serving in the package. *If you eat the whole package, you may have eaten more than 1 serving.*
- Hold up a 20-ounce bottle of soda. *This is packaged as 1 portion.* Have a student find the serving size on the food label and decide how many servings are in the bottle.
  - Hold up a large bag of chips. Ask how many chips are in 1 serving? Have a few student volunteers come up and put what they think is 1 serving of chips into a bowl. Take a poll to see which bowl the class thinks is the closest to having 1 serving. Count the chips in each bowl and compare to the food labels information on chips in a serving.
  - Perform the following math calculation on the board to find out how many calories are in the most voted for bowl of chips and a 20 oz. soda. Have students help with the calculation.

**Chips:**

XX [number of chips on the food label] chips = 1 serving, \_\_\_ calories

XX [number of chips students suggested] chips = ?? servings, ?? calories

- # chips students suggested ÷ # chips on the food label = \_\_\_ servings
  - # servings in portion × # calories in one serving = \_\_\_ calories
- That means we ate \_\_\_ calories of chips!

**20-ounce bottle of soda:**

8 ounces of soda = 1 serving, \_\_\_ calories [listed on the food label]

20 ounces of soda = ?? servings,

- 20 ounces in a portion ÷ 8 ounces in a serving =  $2\frac{1}{2}$  servings
  - $2\frac{1}{2}$  servings of soda × # calories in one serving = \_\_\_ calories
- That means we drank \_\_\_ calories of soda!

If we add the calories from the chips to the calories from the soda that means we ate \_\_\_ calories total!

- # calories from 20 ounces of soda + # calories from portion chips = \_\_\_ **calories total**

How would we write all of this math in one expression?

- $\{[(\# \text{ chips suggested} \div \# \text{ chips on food label}) \times \text{calories in one serving}] + [(20 \text{ oz} \div 8 \text{ oz}) \times \text{calories in one serving}]\} = \text{calories total}$

-  **“There are How Many Servings in my Portion?” (15 minutes):** A guessing game to discover which of 3 examples is the recommended serving size of food samples.
  1. Prepare 3 different sized samples of each food according to the instructions in the preparation section on page 1 of this lesson plan.
  2. Have students bring their workbook page  **There are How Many Servings in my Portion**, walk around the room and observe the samples and mark in their workbooks which sample they believe to be the correct serving size; A, B or C.
  3. When students are seated, use a show of hands to see which example they think is 1 serving for each food. Measure the most voted for sample with the measuring cup to determine if they are correct. Have students compare the guesses in their workbook to the correct serving size. Discuss how easy it is to eat more than one serving.
  
-  **“How to Measure Your Portions - Make a Plate” (15-20 minutes):** Students use hand measurements to draw servings of food groups on a paper plate.
  1. Refer students to the workbook page  **Using Your Hands to Measure Serving Sizes**. Read through the measurements together.
  2. Optional Activity (time allowing): Hand out a paper plate to each student. Instruct them to draw a serving of meat, 2 servings of vegetables a serving of rice and a serving of fruit on their plates using their hands and the tips from the worksheet.

### Evaluation Questions (5 minutes)

1. *How can you use your hands to measure a serving of cheese?* (Answer: two fingers) *Meat?* (Answer: palm of hand)
2. *How many servings are in a 20 oz bottle of soda?* (Answer: 2.5 servings) *What about a 32 oz bottle of soda?* (Answer: 4 servings)
3. *How many cups of fruit are equal to one serving?* (Answer: 1 cup)
4. *What other objects can you use to measure a serving of fruit?* (Answer: a tennis ball)
5. *How many chips are in one serving?* (Answers: 1 ounce or 10-15 chips)
6. *How much water should you drink every day?* (Answer: at least 6 cups of water a day)
7. *How many fruits and vegetables should you eat every day?* (Answer: at least 5 fruits and vegetables a day)
8. *Does gardening connect you to your culture and help you learn new words in your language?* (Answer: yes)

### Preparation for Future Lessons – Reminder for the Instructor

- Review the materials and preparation needed for the next lesson.

- Remember that an Elder guest instructor is needed for these Fall lessons: Lesson 2 (The Plant Life Cycle), Lesson 4 (Seed Saving), Lesson 6 (Drying Foods the Traditional Way) and Lesson 10 (Companion Planting and Traditional Cooking).

**Notes**

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